

**PROJECT DESCRIPTIONS**  
**PILOT SAFE SCHOOLS GRANT RECIPIENTS**  
**2002-03**

011-082      **St Joseph**  
925 Felix, St. Joseph, MO 64501  
Dr. Dan Colgan, Superintendent  
816/671-4000  
(Contact: Judith Fuston)

The St. Joseph School District's Management School is an elementary program designed to intervene with students in grades 2– 6 who have behavioral and social concerns that interfere with their ability to succeed in school.

Students are moved from their home schools for a 10-week period and attend the “management school” where the primary focus is changing behavior. The Boys Town Social Skills Model is the basis for this work.

Students are gradually “transitioned” back into the regular school setting. Youngsters may attend the program twice during their elementary school career. Three certified teachers, two paraprofessionals, and a transition coordinator staff the management school.

014-129      **Fulton Academy**  
2 Hornet Dr., Fulton, MO 65251-2731  
Dr. Mark Enderle, Superintendent  
573/642-5559  
(Contact: Bridget Herrman)

Fulton Academy continues to grow as the Alternative School for Fulton Public Schools. The Academy started in November 1997 with five high school students and two instructors. Presently, an average of 75 students receive services daily at Fulton Academy. The staff consists of three instructors, one aide, one counselor, and one administrator.

The high school and middle school programs' purpose is to offer educational services to students who are not successful in the traditional setting. The Academy offers students an opportunity to learn at their own pace in an environment that is small and conducive to their individual learning styles. Both schools combine the sending schools' curriculum with the PLATO computer program.

The high school operates in two separate sessions: 8:00 a.m. – 11:00 a.m. and 12:00 p.m. – 3:00 p.m. Each session has the capacity to hold 20 students. There are two instructors for the high school program. The high school graduates an average of 8 students per year. The classes offered are the same as what are offered at Fulton High School, but are organized, delivered, and assessed differently. Students receive elective credit through service learning, life skills, and work credit.

The middle school operates on a shortened day schedule, 9:00 a.m. – 2:00 p.m. The daily curriculum includes: core academic subjects, life skills, physical education, and service learning.

The goal of the middle school is to prepare students to transition back to Fulton Middle School. The program serves 10 students and has one instructor.

The Academy also has an Alternative Placement Center. This Center is available to students who receive out-of-school suspension for either the high school or the middle school. The Alternative Placement center is open from 8:30 a.m. – 2:30 p.m. If students choose to attend the Center, they may receive credit for the work that is completed while in the center and the student is not counted as absent. The center averages 5 students per day and has one aide.

015-002

**Camdenton R-III**

Township Road, PO Box 1409, Camdenton, MO 65020-1409

Mr. Ronald Hendricks, Superintendent

573/346-9208

(Contact: Paula Brown)

Horizons, the Alternative Education Center of Camdenton R-III Schools, is a twelve-hour program for at-risk students in grades 7th-12th. Students are enrolled based on an interview with the student and parent(s) and an assessment of compliance with eligibility criteria such as being pregnant, a teen mother, a dropout, having poor attendance, significant law-juvenile-DFS involvement, low credit acquisition, etc. Scheduling of classes in all core subjects is flexible and individualized. Schedules also accommodate work or community service hours that can be allocated as elective credits toward graduation. In addition, students can participate in LCTC vocational classes. Enrollment has been approximately 120 students with a staff of 9 teachers, two aides, a secretary, a work coordinator, a counselor, a custodian, and a principal.

The success of Horizons can be attributed to its primary goal, which is to provide a flexible, self-paced academic curriculum coordinated with a given student's employment in order to allow students with one or more risk factors to "start over." Experiences are designed to increase the self-esteem, self-confidence, and knowledge for students who have previously lacked motivation and have had numerous negative personal, environmental and educational experiences. Horizons provides a small school population and a protected environment to help students reach their potential by graduating from high school and making a smooth transition into the work force or a post-secondary education environment.

020-001

**Stockton R-I**

906 South Street, PO Box 190, Stockton, MO 65785

Dr. Kenneth W. Spurgeon, Superintendent

417-276-5743 X204

(Contact: Lorna Reynolds)

The Harbor Alternative School takes students in grades 7-12. It is a consortium that includes the Stockton, Greenfield and Lockwood schools. Thirty students is our current capacity; enrollment at the beginning of 2002-03 is 27 students. Some of our students attend the Area Vocational-Technical School in Lamar while others leave early or arrive late due to family commitments or work. Plato software is used extensively for science, math and English. Students also use

Accelerated Reader and take the STAR test for reading comprehension. Students meet the state requirement of credits for graduation.

Staff consists of three, full-time teachers, a shared teacher for fine arts, two aides (one is certified as a teacher) and a social worker. The superintendent serves as the administrator and the technology coordinator is available for technical assistance.

Students are screened through an application process and an education plan is designed for each student to meet his/her goals. Students are tested for drugs at the time of enrollment and, each month, some students are randomly tested. Students that test positive are reported to law enforcement and required to enter an approved drug-counseling program.

In 2002, seven students graduated from the Harbor Alternative School, This was the largest group in the six years of existence. There are currently five students scheduled to graduate in 2003.

025-001      **Cameron R-I**  
105 E. Fifth St., Cameron, MO 64429-1714  
Dr. Ronald White, Superintendent  
816/632-2170  
(Contact: Don Gerber)

The LINKS program at Turning Point is a pilot program designed to serve ninth grade students at both the traditional high school setting and at an alternative school setting. LINKS (Learning, Integrating, Negotiating, Knowledge and Skills) students are selected at the end of their eighth grade year for participation in the program based on selected criteria and an interview process. Both students and parents are included in the selection and interview process and placement in LINKS is voluntary.

Students who are selected spend alternate days at Cameron High School and Turning Point following the established block schedule at the high school. While at the high school setting, students participate in PE and elective classes and get the full advantage of the social and peer interaction in the traditional school setting. At Turning Point, the program is limited to 10 participants per day. Students receive intense academic instruction using both computer-assisted remediation as well as traditional teaching methods. The LINKS program utilizes a full-time certified teacher and two full-time paraprofessionals.

To further enhance the students' chances of success, the LINKS program incorporates other community resources. Officer Judy Becker addresses the class each week on community and juvenile issues. Social worker, Martha Lemmon, facilitates a weekly group session with all students. These sessions address accepting personal responsibility, self-esteem, anger management, as well as referrals for family or other concerns. Drug and alcohol programs are available as part of the school day and individual counseling is provided to the students as needed.

The first year of LINKS is proving successful. Students are enjoying the traditional school atmosphere without becoming overwhelmed by academics that they are not prepared to handle. Initially 26 students began the program in the fall of 2001. At semester, 8 students decided they

were prepared to be successful at the high school on a full-time basis. At the same time, 8 other students entered into the LINKS program to complete second semester.

The small class size with two adults always present is one of the program strengths that is contributing to student success. The intense academic program with individualized instruction is another. Because placement in the LINKS program is voluntary, the atmosphere is conducive to learning and the students are willing to learn and want to be successful. The classroom itself is a safe, neat, organized compartment with state-of-the-art computers and technology. Students are contained within a single classroom and are accompanied any time they leave the class minimizing opportunities for misbehavior.

There are some program weaknesses that have been identified as necessary changes for the next school year. One of these changes includes the original selection of the students for participation. Students need to be identified, notified, interviewed and accepted for placement into the program by the end of third quarter of their eighth grade year. These student schedules need to be worked out prior to open enrollment at the high school for classes. Several problems were encountered with scheduling of high school classes this year for LINKS students. More interaction between Turning Point and the high school will ensure that the proper number and kinds of classes offered are adequate to meet LINKS students' needs. Earlier identification and placement of these students will help alleviate problems encountered this year. Other issues involve the age of the building, lack of a coordinated curriculum and staff training.

048-068      **Blue Springs R-IV**  
1801 NW Vesper, Blue Spring, MO 64015-3219  
Dr. Paul Kinder, Superintendent  
816/224-1300  
(Contact: David Brouse/Scott Young)

The expansion of Valley View High School (our alternative school) is an exciting adventure for the Blue Springs School District. It is our goal to help students find success in a smaller educational environment. Students enrolled in Blue Springs, Fort Osage, Grain Valley or Oak Grove are eligible to attend VVHS and it serves student in grades 9-12.

The expanded curricular offering, including a number of elective and vocational options, allows students the ability to earn their entire credits toward a diploma at Valley View. Flexible scheduling gives students an opportunity for off-campus experiences. Each quarter, students enrolled in new classes includes: Reading 180, Microsoft Office, and Nova Net.

Approximately 120 students are served and nearly 50 students graduate each year.

<b>TEACHERS</b>	10
<b>DIRECTOR</b>	1
<b>VICE PRINCIPAL</b>	½
<b>ACADEMIC COUNSELOR</b>	1
<b>SOCIAL WORKER</b>	1

**SUPPORT STAFF**

2

**CURRICULAR OFFERINGS**

Social Studies, English/Communications, Science, Math, Family & Consumer Science, Marketing, Art, Business, Reading/Special Education, Physical Education, Health, Nova Net computer student paced courses, Extended Learning Program, and GED Options

**DAILY SCHEDULE**

Hour 1	7:50 – 09:25
Hour 2	9:30 – 10:50
Hour 3	10:55 – 12:15
Hour 4	12:40 – 02:00

**048-071 Lee's Summit**

Lee's Summit, MO

Dr. Tony Stansberry, Superintendent

816/986-2195

(Contact: Burt Whaley)

The Lee's Summit Alternative School (LSAS) seeks to provide a variety of services for students including academic core curriculum, character education, community-based instruction, student/community involvement and counseling support services. The program works closely with parents and collaborates with a number of local community and government agencies.

The PSSG serves 7-12 grade students. There are six-teachers at LSAS. Four-teachers are in the day program that serves both middle school and high school students. One- teacher instructs the half-day program, long-term suspension program and evening program and one-teacher instructs the GED Option Program.

Support services include a Targeted Case Manager (TCM), Substance Abuse Counselor, Transition Facilitator and Guidance Counselor. The targeted case manager and substance abuse counselor strengthens home-school collaboration and access to outside support services. These services are provided at the school through a collaborative effort with mental health care agencies. Monday evening support groups and family counseling and case management services are available for families with the goal of providing parents with strategies to support positive behavior changes and increase school success for their students. The TCM services, provided through Research Mental Health, increases parent involvement. Parents are requested to meet with the TCM for assessments and linkage services. The TCM helps the students through the home setting as well as at school. One of the most important collaborative efforts is a transition program for students coming from outside placements and back to the regular education programs.

The alternative school works closely with agencies such as Hill Top, Ozanam, Crittenton and Two Rivers to help transition students. The substance abuse counselor from Scott Greening Youth Dependency Agency provides drug and violence interruption education to students and parents. The students participate in daily support group sessions. Parents have the opportunity to attend quarterly seminars and parent meetings to learn skills in dealing with their child's specific substance

abuse problem.

LSAS offers district-approved curriculum that is standard in the regular education school. These course offerings include communication arts, math, science, social studies, and several high-school elective courses.

We has six different daily schedules: Middle School – 9:00 am to 3:00 pm; Day High School – 8:00 am to 2:00 pm; Half-Day School – 8:00 am to noon; GED Option – 8:00 am to 11:00 pm (additional course work or work-study in the afternoon); Long-Term Suspension – noon to 3:00 pm; and Evening Program's twice weekly schedule is from 3:45 pm to 7:00 pm.

LSAS uses PassKey as its electronic support software. PassKey provides supplemental curriculum and skill gap development. LSAS has served 518 students since 1997.

048-072      **Hickman Mills C-1**  
5401 E 103<sup>rd</sup> Street, Kansas City, MO 64137-1390  
Dr. Marjorie Williams, Superintendent  
816/316-7000  
(Contact: Barb Deane)

The Management II School is based upon the belief that behavior is a set of skills that can be taught and learned. The earlier students are identified and taught these skills, the more likely they are to channel their behavior in a more positive direction. The goal of the Management II School is to assist students in identifying their self-defeating behaviors, to teach positive alternatives for these behaviors, and to assist them in the transition back into the traditional school setting.

The Management II School serves students in grades 6-12 from throughout Jackson County who are in violation of the Missouri Safe Schools Act, as well as students who are on long-term suspension from their regular school setting. In addition, Hickman Mills students who are at serious risk for dropout are also candidates.

The Management II School is a full-day, alternative educational program serving 50 students in grades 6-12. Staffing includes 9 full-time certified teachers, 1 counselor, 1 instructional facilitator, 1 administrator, 1 secretary and a part-time nurse. In addition, a social worker is contracted for 12 hours per week of direct services to students.

Students receive instruction in core curriculum and a variety of elective courses as specified in the Hickman Mills C-1 curriculum guide. They are also eligible to participate in a work-study program as well as after school learning opportunities in the fine arts. Utilizing an accelerated credit model, a full-time student in the Management II School may earn 5 credits per semester. Additional credits may be earned through participation in work-study and/or the extended day fine arts program.

Upon enrollment in the program, the social worker conducts a screening to determine the student's need for support services. All students participate in at least one educational/support group per week. Group topics may include anger management, drug and alcohol awareness, family relationships and peer concerns. Some students also receive individual therapeutic time based

upon their individual needs.

Beginning in 2002-03, the Management II School also offers a GED Options program for Hickman Mills C-1 students who meet the eligibility criteria established by the State of Missouri. These students receive reduced day instruction in GED-related coursework. Upon successful completion of the GED test, these students are awarded a regular high school diploma from Hickman Mills C-1 School District.

Transition back to sending schools is handled on a case-by-case basis for each student. Generally, transition occurs either when a term of suspension is completed or when the student and management school staff agrees that our goals have been accomplished in this setting. Graduating seniors and GED Options students are awarded diplomas through their regular school and are eligible to attend graduation ceremonies.

048-073      **Raytown C-2**  
10500 East 60 Terrace, Raytown, MO 64133  
Dr. Henry Russell, Superintendent  
816/268.7000  
(Contact: Nancy Osterhaus)

Raytown C-2 serves nearly 8,200 students in nine elementary schools (K-5), two middle schools (6-8), and two high schools (9-12). The district also operates a technical school, which includes students from nine high schools in six areas, school districts and a special school for students with multiple disabilities that serves thirteen area districts. Most recently, the district has added a Day Treatment Alternative School (K-12) that serves Raytown students who have not been able to be successful in their home schools despite significant alternative interventions.

The demographics of our society continue to change rapidly: and as they change, the Raytown school district appears to have a steadily increasing number of students who are at-risk of not completing their education. Our demographics and statistics mirror the national trend.

The district has within its boundaries areas that have a high incidence of transient and economically disadvantaged families. Approximately thirty percent of the district's students come from single parent homes. Twenty-eight percent of the district's students are receiving free and reduced lunches with one building having sixty-three percent of its students eligible. This represents a trend of an increasing number of low socioeconomic and transient students.

The alternative program, Raytown Education Center (REC) was developed during 1996-97 and implemented in the fall of 1997. Specifically, development of services has progressed as follows:

1996-97:

- Ozanam services were purchased to consult with staff in all schools to implement a consistent philosophy of discipline.
- The district continued to hire Crittenton social workers and counselors for each school to provide specialized counseling support for at-risk students.
- A Director of At-Risk Services was hired to develop and oversee a continuum of services for

at-risk students.

- The Raytown school district received the Safe Schools Grant to hire crisis interventionists for each elementary school.
- Schools systematically began to identify students who were at-risk.
- School faculties received a stipend to train and plan together to implement the BIST philosophy of discipline that would balance relationships to support with student accountability.
- Procedures for record keeping and accountability were developed and implemented for use in Recovery Rooms in each school. Recovery Rooms were implemented in each elementary building to help students remain in school and develop self-control.

1997-98:

- A day treatment program was developed and implemented for 50 behavior disordered students in the Raytown school district. The Safe School Grant helped to hire the following staff to implement the program at the Raytown Education Center:
  - 1 administrator
  - 1 secretary
  - 5 teachers
  - 1 recreational therapist
  - 3 social workers
  - para-professional staff
  - part-time psychiatrist
- Middle school interventionists were hired to implement Recovery Rooms in each middle school.
  - A middle school class of 15 regular students was added with three staff

1998-99:

- The regular education class for 15 middle school students continues.
- The Safe School Grant was used to increase a half-time social worker to full-time at the REC to work with middle school students and provide transition services.
- A stipend was paid for 50 high school teachers and administrators to receive training in the BIST model of discipline.
- Half-time academic advisors were hired in each high school to implement and monitor students at-risk to failure.
- Teacher Advisory Teams were formed at each high school to provide support for at-risk students.
- Before and after school tutoring programs were implemented at each high school to provide faculty support for at-risk students.
- REC social workers were assigned to each high school to facilitate transition of returning students and provide crisis counseling as needed to at-risk students.
- A consulting psychiatrist was made available to all buildings to conduct weekly evaluations

1999-00:

- A position to provide vocational preparation and monitoring was added. (30 hrs)
- One class of 15 full-time regular education students replaced the AM/PM classes of 30 part-time students.



- Salaries for para-professionals were upgraded.
- Part-time security was added 4 hours/day to support REC staff as well as suspended SPED students from schools throughout the district.
- A full-time nurse was added to the program.
- One floating para-professional was added to the program.

048-078                    **Genesis (Charter School)**  
 3800 East 44<sup>th</sup> Street, Kansas City, MO 64130  
 Allen DuBois  
 816/365-2036  
 (Contact: Dr. Donald G. Lang)

Over the past two years, the Genesis School has more than doubled the size of its enrollment (180) and has greatly increased the size of its staff (35). Recent improvements in the administration of the school include the implementation of a computerized attendance system and a school-wide database of essential student academic and personal information. The computerized system is custom designed exclusively to meet the Genesis School administrative needs.

Genesis serves middle school and GED students with an Afro-centric curriculum integrating basic skills, communication arts projects, community service, and counseling programs. As an alternative/chartered middle school, Genesis serves youth ages 11-21 who meet the definition of “at-risk” found in Missouri Senate Bill No. 781. Genesis’ admissions policy addresses neighborhood youth with special needs, potential dropouts, or high-risk youth referred by the Kansas City, Missouri, Jackson County Family Court as well as the Kansas City, Missouri, School District Hearing Office. The vast majority of the students come from the central city.

The mission of Genesis School is to provide a continuum of services that addresses the individual, academic, and social needs of the youth who require alternative education to be empowered to become responsible and self-sufficient.

The vision of the Genesis School is to build a collaborative resource network that empowers youth, advocates for families, and builds community resources while enhancing the capacity of the Genesis School to pursue its mission.

The goals of the Genesis School are as follows: 1.) To empower young people to be educationally successful through the creation of a school environment that encourages attendance, facilitates the acquisition of critical thinking, life and academic skills and engenders participation in community and culture. 2.) To empower young people to successfully address the challenges of life through the creation of a supportive environment that provides opportunities for reflection, problems solving, and participation in the school’s cultural and educational community.

The Core Curriculum is in place from September through August during the regular school year and summer months. The pluralistic curriculum is theme-based and divided into a conceptual storyline that encourages youth to discover their identity, history, and role in society. The basic skills program improves skills and remediates behaviors empowering students to transition back to a public school. Math, language arts, social studies, and science credit-earning opportunities are

offered during the school year. Math, language arts, and history credit-earning opportunities are offered during the summer.

054-045      **Lexington R-V**  
100 S. 13<sup>th</sup> Street, Lexington, MO 64067-1499  
James Judd, Superintendent  
660/259-6676  
(Contact: Rich Cole)

The Student Success Center is an alternative high school located in Lexington, Missouri, and serves students in grades 9-12. Since 1996, it has served a consortium of the following school districts in Lafayette and Ray Counties: Concordia R-II, Lafayette County C-1 (Higginsville), Lexington R-V, Richmond R-XVI, Santa Fee R-X (Alma), and Wellington-Napoleon R-IX. We are currently serving 33 students.

The SSC's staff is comprised of four core area teachers, a counselor, a secretary, and a principal. Most students are full-day students who have the opportunity to take five classes per semester. Half-day students are also accepted who are attending classes at either their home high school or at the Lex-La-Ray Technical Center in Lexington.

The SSC was the recipient of a Safe Schools Incentive Grant from 1996-1999. In November 2000, the SSC was selected at a Pilot School Safe School Grant recipient. As a result, 12 new computers were purchased along with a subscription to NovaNet. The NovaNet program allows us to better serve our students through offering course work beyond the core curriculum, reinforces what is being taught in the core classes, and helps with the transition of new students who come to our school after our semester or quarters have started.

The SSC uses a seat-time requirement to help students achieve their high school diploma. As a result, attendance at the SSC has been 94% or better. All SSC students who were within 10 credits or fewer of graduating at the beginning of the 2001-2002 school year did graduate.

The SSC offers its own diploma for its students based upon the Missouri state requirement of 22 credits. The students also have the option of graduating at their sending school, based upon the particular school's graduation requirements. Over the first six years of its existence, 170 SSC students have graduated.

082-100      **Bowling Green R-I**  
700 West Adams, Bowling Green, MO 63334  
Dr. Gregory Frost, Superintendent  
573/324-5441  
(Contact: Frank Berlin)

The Bowling Green R-I district is located in east-central Missouri and serves a K-12 population of approximately 1,500 students. The majority of the area is dedicated to agriculture, but a significant portion of the population drives to larger neighboring communities to work in factories. A men's

correctional facility has located in Bowling Green and has provided 700 employment opportunities.

During 1993-94, an at-risk committee was formed to discuss the possibility of establishing an alternative school and to develop an action plan. The following year a program was established and a teacher and one aide taught twenty students in grades 9-12. The two individuals attempted the monumental task of teaching every subject in which their students were experiencing difficulty. Students remained in class the entire day unless they qualified for a work-release experience. After the first year, freshmen were not allowed to enroll and most students were placed in core courses only. The program divided into morning and afternoon sessions.

In subsequent years, programs were developed for elementary and middle school students while maintaining the high school alternative classroom. The middle school program employs an aide who helps students in the regular classroom, as well as providing more intensive small group and individual assistance for three periods of an eight-period day. The elementary program serves seven, second graders who have been identified as needing more intensive assistance. We believe that early intervention will allow these students to enter the third grade on an even playing field with their peers.

The district has maintained the target of 15-20 students in the high school alternative classroom, even though several students have returned to the traditional high school. There are usually students waiting to enter the program. The teacher and aide now instruct students in core courses only with the assistance of A+ Learning Systems software. Students attend classes for 90-minute blocks that correspond with the high school schedule. The district is considering including the GED Option as part of the alternative program.

The key to the Bowling Green alternative program's success has been flexibility and commitment. Programs must be evaluated on a yearly basis and changes must be made to create new classroom settings or enhance existing efforts to serve student more effectively.

096-088      **Hazelwood**  
15955 New Halls Ferry Road, Florissant, MO 63031-1227  
314/953-5000

Dr. Chris Wright, Superintendent  
(Contact: Dr. Bill Solomon/Renee Schuster)

Hazelwood School District offers four, alternative education programs for students in grades 7-12. The Alternative Center for Educational (ACE) is the program funded by the Safe Schools grants. The other alternative education programs include the Student Intervention Program, the ReEntry Program, and Doors to Success. The Student Intervention Program is a program for students on 180-day suspensions. The ReEntry program is program for students on 180-day suspensions involving more serious behavior. Doors to Success is a GED preparation program for students who have dropped out of school.

The ACE Program is in its seventh year of operation and serves 172 students grades 7-12. Hazelwood School District contracts with ACE Learning Centers to provide the educational component of the program. To gain admission, students go through an application process after being self-referred, parent referred, or referred through the staff at the regular middle or high

schools. The program offers an alternative, more individualized setting for students at risk of not graduating.

There are three centers that serve Hazelwood students. The staff consists of two social workers, employed by Hazelwood School District, as well as three directors and eight teachers employed by ACE. A resource teacher through Special School District serves the special education students at all three of the centers.

Students work individually and one-on-one with a teacher to develop, manage, and complete their own individualized program. They complete the courses that are recommended by the guidance counselors at their home schools. Students attend ACE for three hours per day and are required to do additional hours. They are required to complete ten hours of work or reading and five hours of community service per week.

Parent participation is a requirement of the program. Parents must attend one parent support meeting per month. Counseling and support are offered to all students in the program on an as-needed basis by the social workers.

096-091      **Rockwood**  
500 North Central, Building B., Eureka, MO 63025-1203  
Dr. Gary S. Matthews, Superintendent  
636-938-2344  
(Contact: Peggy Browne)

Currently, two separate alternative programs operate in the Rockwood School District, one for high school students and another for middle school students.

The Individualized Learning Center is in its sixth year of operation and has a capacity for sixty students in grades 9-12. To gain admission, students go through an application process after being recommended by staff at their regular high school. The program offers an alternative, more individualized setting for at-risk students. The staff consists of four, full-time teachers, a part-time special education teacher, a full-time social worker, a school resource officer, an administrator and a secretary.

The four-teacher staff is able to serve students with the basics in the four core subject areas, and also offer a wide variety of electives for such a small setting. Choices includes: psychology, sociology, yearbook, journalism, business law, personal finance, keyboarding, introduction to business, law and justice, contemporary issues, drawing, Microsoft office, physical education, stagecraft, oral communication, drama and public speaking. Numerous computer programs, including Plato, assist teachers in providing educational options. In addition to academic courses, students at the ILC are required to participate in a work-study program where credit is given for each student's individual work experience.

The Alternative Learning Center serves students in grades 6-8 who are expelled or suspended long-term out of school. One, full-time teacher, one, part-time special education teacher, and a licensed professional counselor provide instruction to these middle school students. Only the four

core subject areas are taught, closely following the district's curriculum, during a full school day. Programming is individualized to each student. Computers are utilized to provide reinforcement for students; access to Plato and many other educational software programs is available.

ALC students attend for an amount of time set by the Board of Education. The goal of this program is to counsel and educate these students to prepare them for re-entry into the regular education setting. In the two years that this program has been operating, approximately 8-10 students have been served annually.

096-094      **Mehlville**  
3120 Lemay Ferry Road, St. Louis, MO 63123  
Dr. John Carey, Superintendent  
(314) 631-1047  
(Contact: Pollie Richardson)

SCOPE (South County Opportunity for the Purpose of Education) is an alternative program based in South County – St. Louis, Missouri. The program was made possible through a Safe Schools Grant. A consortium of five school districts supports SCOPE: Affton, Bayless, Hancock Place, Mehlville, and Webster Groves. SCOPE has served more than 1,000 students since its inception in 1996. In 2001-02, SCOPE served 489 students.

There are two programs, which receive students. The Day Program serves students grades 6-12 who are suspended from their home school in 5-180 days. The high school students (9-12) attend SCOPE five days per week for four hours. Their hours are 7:00 a.m. – 11:00 a.m. The middle school students (6-8) attend during the hours of 11:30 a.m. – 3:30 p.m.

Students that attend SCOPE during the day program are identified as chronically disruptive, abusive or violent. Before SCOPE, students on suspension did not receive any formal education and were on the streets placing a burden on the juvenile justice system. SCOPE made it possible for students to continue their education in an alternative setting. They are able to receive credits for work completed and participate in a behavior modification program where they learn social skills of how to be appropriate with adults and peers. Students must possess a desire and a willingness to come into the program and work.

In addition to the Day Program, SCOPE expanded its program in the 1998/1999 school year. Not only did it expand physically, it expanded to serve a different population of students. These students are ages 16-21, have dropped out of school or on the verge of dropping out, are deficient of credits, working toward their GED, or who are not meeting success in their present educational school setting. These students have the opportunity to attend SCOPE three nights a week. Juniors and seniors who are deficient of credits have the opportunity to earn the required credits and graduate with their class from their respective schools. SCOPE has helped more than 500 students in the night program.

The concentrated curriculum is computer-based instruction as well as teacher instruction. The A+advanced Learning System (ALS) is networked and designed for comprehensive instructional planning. ALS has an assessment test that is directed linked to the State standards in subject areas

of language arts, mathematics, science, and social studies. Textbooks are used as well.

The teacher ratio is 1-4. There are two, full-time special education teachers, five content certified teachers, two-teacher assistants, and two social workers. The social workers are provided by St. Louis County Youth Program as in-kind staff. SCOPE has acquired the services of Department of Mental Health. A psychologist and a psychiatrist are available on a sliding fee for the students and parents. St. Louis University Psychological Department and Washington University Psychological Department work with the students and parents.

Parents play a significant part in the SCOPE's Program. They are required to attend weekly parent meetings and provide transportation for the students. Parents participate in a parenting curriculum, which is called Parent-to-Parent Training (PPT). Parents of students who have completed the program return and train other parents. Parents are more apt to receive information from parents who have experienced similar problems.

SCOPE served 489 students in the 2001-2002 school year.

096-095      **Parkway C-2**  
455 N. Woods Mill Road, Chesterfield, MO 63017-3327  
Dr. Jere Hochman, Superintendent  
(314) 415-8100  
(Contact: Tim Jamieson)

Fern Ridge High School serves high-school students in the Parkway School District who have been unsuccessful at the traditional schools. It is a school of choice and each student that attends goes through an application, interview and selection process.

Students must demonstrate a commitment to successful completion of high school to be accepted. There are nine, full-time teachers, a counselor, nurse, two secretaries, two special education teachers, teaching assistant, computer resource specialist, permanent substitute, school resource officer, administrative intern, and principal.

The curriculum offered provides students the opportunity to meet all graduation requirements set by the state and the Parkway School District. The school operates on a block schedule that offers seven courses and an activity period during which students participate in all school activities and include test preparation, education, and community building functions. On Fridays, all classes meet, students receive weekly progress reports, and there is an all-school student recognition assembly. There is a significant focus on creating opportunities for, and recognizing, student achievement.

The program is designed to serve approximately 100 students. Since students are allowed to leave when graduation requirements are met at the end of the first semester, usually 120 or more students are served annually. Small class sizes provide the opportunity for teachers to get to know students personally, and it is the personal connection that reengages students to school and learning.

103-132      **Dexter R-XI (Stoddard Co)**  
400-A S Viola Street, PO Box 500, Bloomfield, MO 63825  
Dr. Ray Dowdy, Superintendent  
573-568-3583  
(Contact: Betsy Taylor)

This school has two, full-time teachers and a secretary. This year a social worker funded by a grant from the Workforce Investment Board is housed in our building and works with our students for part of the day.

The school takes fourth through twelfth graders on both short-and-long term assignments. We offer instruction in language arts including high school literature, writing and language; math through high school algebra and geometry; social studies; science (without laboratory); personal development and health; and art. Students are here for a full day of six periods. Some students bring work and we cooperate with the sending school in such subjects as agriculture, foreign language or other classes. Also, we have used correspondence classes from both Brigham Young University and University of Missouri to teach Japanese language, economics, and work experience that includes monitoring an after-school job.

Teachers closely follow the IEP for students who have one and seek guidance from the special education facilitator at the sending school. Progress is reported on goals and objectives. IEP meetings are attended and the teachers supply input when new goals are written.

We use Plato software to teach both language arts and math to some students, but it is always coupled with ancillary paper and pencil assignments. The computer lab is equipped with accelerated math and accelerated reading. In addition, STAR reading and math assesses students upon their arrival and once again at departure if they have been long-term students.

A counselor provides individual counseling once a week. Most of our students have Medicaid. Our secretary helps parents work out insurance details, if necessary, and we provide space for a licensed psychologist if he needs to do an evaluation. These persons work with New Visions in Bloomfield.

Last year, we served 106 students. We have 41 students enrolled this academic year.